An Roinn Oideachais agus Scileanna

Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	C.B.S. Roscommon
Seoladh na scoile/ School address	Abbeytown Galway Road Roscommon
Uimhir rolla / Roll number	65080P

Date of Evaluation: 22-05-2019

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Department of Education and Skills

FOLLOW-THROUGH INSPECTION

Follow-through inspections evaluate the progress a school has made on implementing main recommendations made in an earlier inspection rather than the overall educational provision that the school makes. Inspectors also advise the school on strategies and actions to enable them to fully address recommendations.

HOW TO READ THIS REPORT

During this inspection, the inspector evaluated the progress the school has made in implementing recommendations made in an earlier inspection under the following headings:

1. Progress achieved to date
2. Findings
3. Recommendations

Inspectors describe the quality of the progress made in each of these areas using the Inspectorate's follow-through quality continuum which is shown on the final page of this report. The follow-through quality continuum explains the terms used by inspectors when evaluating the school's progress in implementing recommendations.

The board of management of the school was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

CHILD PROTECTION

During the inspection visit, the following checks in relation to the school's child protection procedures were conducted:

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.

The school met the requirements in relation to each of the checks above.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: Whole-School Evaluation - Management, Leadership and Learning (WSE-MLL) **Date of Inspection:** 05-04-2019 **Report Published?** Yes	**Date of Inspection:** 22-05-2019

Follow-through inspection activities

The following activities took place in the course of the follow-through inspection

- Meeting with Principal and senior management team
- Interview with members of in-school management team
- Interview with relevant teachers
- Review of school documentation and records and students' work
- Observation of teaching and learning
- Interaction with students

Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
The board of management should oversee the formulation and implementation of a strategic plan for the future development of the school, to be driven by senior management, in consultation with staff, parents and students.	**Very good progress** An extensive strategic plan for the future development of the school has been formulated and includes specific objectives and time-bound targets. Feedback from consultation with stakeholders about issues relevant to school development was used when drawing up the main aspects of the plan. The school should be cognisant of the benefit of ongoing consultation, review and dialogue with all stakeholders and ensure that all contributions are recognised and used, where relevant, to inform future school development and improvement. In this context, post-holder reports that are submitted annually to the board could be used as an information source to identify areas for further development. It is now timely to delegate responsibility to progress identified objectives.
The TY plan should be reviewed and updated to include greater detail on how the programme is organised and how curricular aspects are to be delivered.	**Very good progress** A very comprehensive and accessible online TY plan has been developed. TY journals and online systems for monitoring of assessment across all subjects are used to support progress tracking and accreditation. The TY plan could now address how students' progress can be supported through robust analysis of individual student attendance data for all lessons.

Teachers should ensure the further enhancement of student learning by expanding the range and effectiveness of formative feedback and differentiation strategies used in lessons.	**Good progress** Whole-school strategies have been established to progress students' learning through formative feedback and differentiated approaches to teaching and all teachers are aware of the need to provide feedback for improvement. A sample of students' work that was reviewed during the evaluation revealed a range of practices, including very useful developmental commentary on students' work in some instances. Inconsistency in the provision of formative feedback was also noted in some students' work. A school-wide approach to the provision of formative feedback should be agreed and implemented and its efficacy should be evaluated on an ongoing basis.
The continued development of SSE practices should be achieved through the establishment of a clearer distinction between targets and strategies, thus informing the implementation of more robust monitoring procedures.	**Good progress** The school improvement plan has been progressed using the SSE process since the WSE-MLL recommendation in 2017. Further work is required to establish meaningful targets, implementation strategies and evaluation methods at whole-school level and across all subjects.

Summary of findings

Management has engaged positively with the recommendations that were made in the WSE-MLL report and, overall, good progress has been made, including very good progress in some areas.

Recommendations

To consolidate and build on the progress made in addressing the recommendations from the WSE-MLL report:

- The school should be cognisant of the benefit of ongoing consultation, review and dialogue with all stakeholders and ensure that all contributions are recognised and used, where relevant, to inform future school development and improvement.
- The TY plan could now address how students' progress can be supported through robust analysis of individual student attendance data for all lessons.
- A school-wide approach to the provision of formative feedback should be agreed and implemented and its efficacy should be evaluated on an ongoing basis.
- SSE targets and evaluation strategies should be integrated with action planning for improvement at subject department level.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

The Board of Management, Principal and staff welcome this report and note the WSE-MLL was a positive experience for the school and a great opportunity to endorse the great work being achieved in the school. The Principal and Deputy Principal are grateful for the level of analytical feedback which helps the constant improvement agenda of the school.

The report acknowledges the time and energy given by the Board and senior management to engaging positively with the recommendations. The Board welcomes the acknowledgement of the quality of teaching and learning, the quality of subject department planning and improvements made in TY. The school demonstrates a high level of capacity to implement the recommendations of this report and is very well placed to progress an improvement agenda for the school community.

Part B Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

The Board of Management is fully committed to implementing the findings and recommendations of the WSE/MLL follow through report.

The Board of Management views the report as an important roadmap to assist the school in improving the quality of teaching and learning and in meeting the needs of its students over the coming years. The Board is conscious of the high quality of current subject department planning; nevertheless, it recognises how an emphasis on learning outcomes, action plans and annual reports to the Board will contribute further to school improvement. The Board recognises the importance of assessment—formative and summative—in student learning and will be giving priority to the development of a whole school assessment policy.

The Board acknowledges the positive role of the school's engagement with parents and the whole school community. The school will continue to build on the work already commenced which has enhanced the culture of mutual respect and the quality of learning within the school. The Board will continue to support senior management, staff and students in developing their leadership potential so that the school will continue to foster a culture of excellence in teaching and learning.

THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS
Very good progress indicates that appropriate action has been taken to address the recommendation, and that the action has fully achieved or will achieve the required outcome.
Good progress indicates that appropriate action has been taken to address the recommendation, and that substantial improvement has occurred, although further progress is necessary.
Partial progress indicates that some appropriate action has been taken to address the recommendation, and some improvement has occurred, but considerable further progress is necessary.
No progress indicates that no action has been taken, and that the original recommendation remains to be addressed.

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